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ABSTRACT

An exemplary project was initiated in March of 1977 as a jointly operated project with Arrowhead Area Education Agency 5 and Iowa Central Community College. The purpose of the effort was to analyze the potential and demonstrate the components of the Experience-Based Career Education-Appalachia Education Laboratory (EBCE-AEL) model for mildly mentally disabled secondary students. The project included establishing procedures, editing and rewriting component parts, and developing experience sites, inservice training, implementation, and evaluation in all phases. Program components include the following: Cross-Reference Catalogs in Personal/Social Skills, Math, Career Education, and English/Communication (CE 019 711-714); Student Career Guide (CE 019 715); a Resource Person's Guide (CE 019 719) and a Learning Coordinator Guide (CE 019 720). (Other related documents include Experience Site Learning Guides [CE 019 717], and the Formative Evaluation Plan [CE 019 716].) (JH)

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FINAL REPORT

NOVEMBER 1978

EBCE-MD

PROJECT NUMBER #S - 849.1

Analyze the Potential and Demonstrate Components of an Experience Based Career Education (EBCE) Model in Meeting the Career Education Needs of Mildly Mentally Disabled Adolescents in Secondary Schools

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FINAL REPORT

EBCE-MD

INTRODUCTION

This is the final report by EBCE-MD Project Director Dr. Carl H. Larson, Assistant Superintendent, Curriculum and Instruction, Iowa Central Community College. This report covers the time period from February 1, 1977 through August 31, 1978.

The project involved three cooperating agencies--Iowa Central Community College, four community school districts (Storm Lake, Pocahontas, Humboldt, Eagle Grove) and Area Education Agency 5, Fort Dodge. The report is organized as follows:

I. Administrative Structure

II. Report on Project Goals

III. Student Objectives

IV. Program Components
(Instruction Program)

V. Program Procedures

VI. Third-Party Evaluation

VII. Technical Assistance

VIII. Conclusion and Recommendations

DESCRIPTION OF THE PROGRAM

The implementation of EBCE for Mildly Mentally Disabled Adolescents as an alternative curriculum was based on two assumptions:

1. The EBCE program can be adapted to mentally disabled adolescents.

2. A community base of operation can be established whereby the program can be implemented.

The program was implemented by Iowa Central Community College at four community school sites. Two Learning Coordinators, working with AEA 5, identified mentally disabled students and implemented the program.

DEFINITION OF STUDENT POPULATION

Mental disabilities is the inclusive term denoting significant deficiencies and adaptive behavior in subaverage general intellectual functioning. For educational purposes, adaptive behavior refers to the individual's effectiveness in meeting the demands of his/her environment and subaverage intellectual functioning as evidenced by performance (one standard deviation below the mean) on the reliable individual test of general intelligence valid for the individual pupil. The students defined are secondary-age students, grades 9 - 12.

The students selected for this program will be mentally disabled, mildly disabled adolescent students in a resource room, a special class with integration, a self-contained class or in regular education. All students will be staffed and identified according to DPI special education rules and regulations into the appropriate program.

All students participating in this project will have been administered an individual test of intelligence within three (3) years of the time they are enrolled. Student objectives will specify specific diagnostic instruments that will be utilized to identify individual student's abilities.

I.

ADMINISTRATIVE STRUCTURE

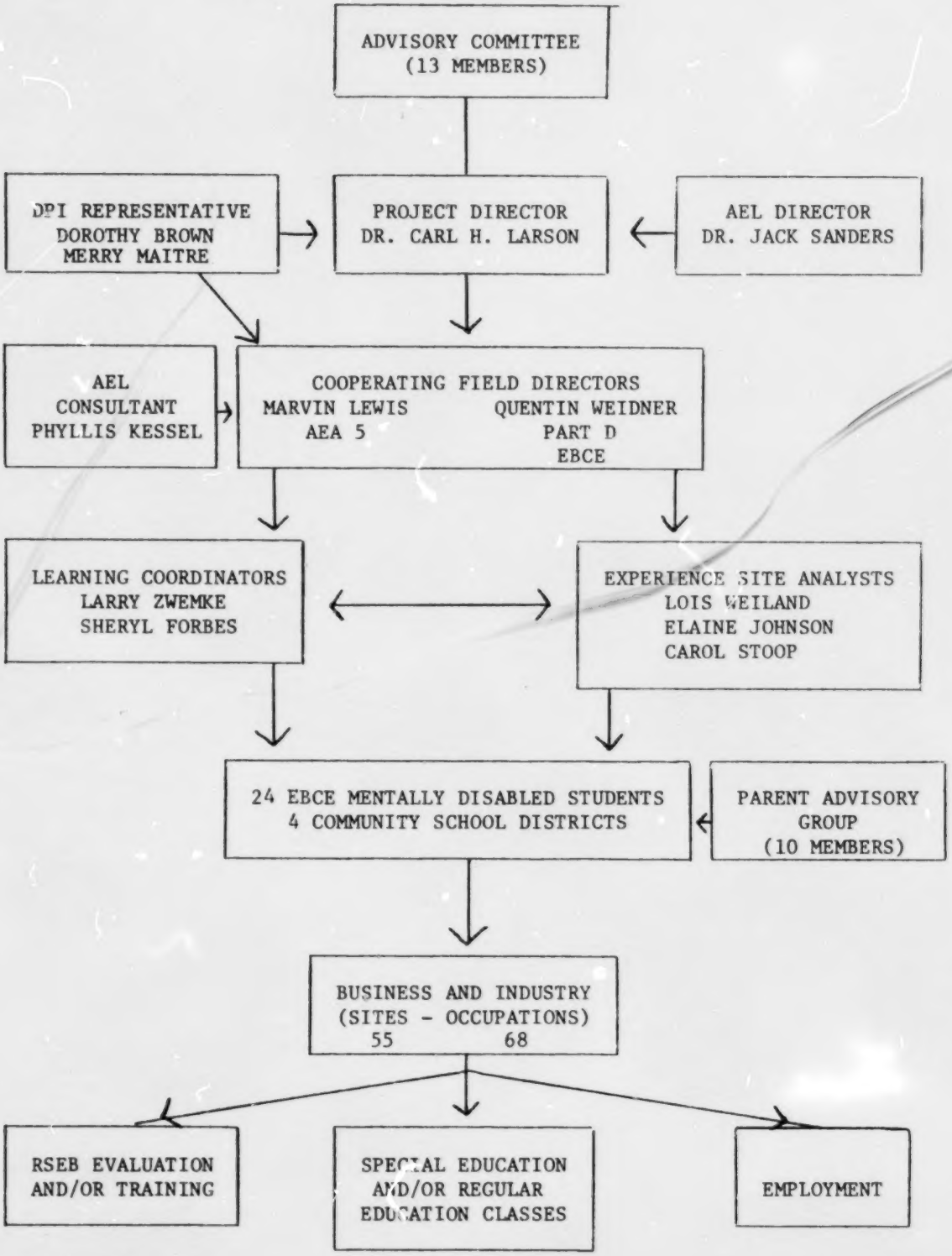
The Project Director was responsible for the entire management of the program in all four schools. Learning Coordinators, writers, proof readers and Project Field Director reported to the Project Director. The superintendent of each school met with the Project Director as needed. The Project Director coordinated all aspects of the program with the Appalachia Educational Laboratory (AEL) staff and the Area Education Agency (AEA 5) Special Education staff.

The Administrative Structure Chart (page 3) explains the management of the project.

An Advisory Committee was selected which had representatives from the schools involved, parents of EBCE-MD students and members of businesses and industries. The Project Director served as secretary to the Advisory Committee. The committee met four times during the length of the project. Advisory Committee members were:

Merrill Grisham	Job Service	Humboldt
David Havlik	Guidance Counselor	High School, Humboldt
Mrs. Shirley Holm	Anthony Dept. Store	305 W. Broadway, Eagle Grove

ADMINISTRATIVE STRUCTURE CHART



Advisory Committee Members (cont'd)

Les Ellis	Red Barn Rep.	1424 Lake, Storm Lake
Phil Martinson	Voch/Tech Dept. Head	ICCC, Fort Dodge
Clyde Mueller	Voch. Rehab. Rep.	205 2nd Ave. NW, Pocahontas
Dennis Pierce	Superintendent	Pocahontas
Robert Ramsdell	Special Needs Rep.	ICCC, Fort Dodge
Mrs. Mary Russell	AEA Representative	205 Superior, Storm Lake
Arnold Schager	Principal, High School	Clarion
Warren Scholten	Special Ed. Instr.	Eagle Grove Community School
Mrs. Betty Theiss	Housewife	S. Fort Ave., Eagle Grove
Larry Zwemke	Special Ed. Instr.	Storm Lake Community School

A Parent Group Advisory Committee met under the leadership of AEA 5 Special Education personnel. Their recommendations were made through AEA 5 Special Education Supervisor Marvin Lewis to the Project Director. The Parent Advisory group, which consisted of nine members, met two times during the length of the project.

II.

PROJECT GOALS

Six goals were originally established for this project. The accomplishment of each of these goals is discussed below.

A. Establish the Community Base of Operation to Support EBCE for Mentally Disabled (MD) Students

An Interim Advisory Committee, comprised of local school district and Area Education Agency Personnel, was appointed and held a meeting March 1, 1977. A permanent Advisory Committee was then appointed. The committee represented a broad cross-section of educators, employers and special education specialists. Also, a three-day statewide workshop for special education personnel was held. In addition, orientation meetings were held with local superintendents, local board and Area Education Agency (AEA) board members. A total of ten inservice meetings were held. Also, the Project Director spoke informally with a number of local business persons in order to gain their support. A total of 40 meetings were held to establish the community base of operation.

B. Establish an Administrative Procedure for the Management of the Project

A large part of the management plan was developed prior to submission of the project proposal. The chart discussed on page two established the procedure for management of the project.

C. Provide the Necessary Time and Resources to Conduct a Minor Editing of and Rewriting of the Component Parts of AEL-EBCE Career Education Materials Applicable to Mentally Disabled Students

Four writers were employed by the project to rewrite the materials. They were Mary Russell, John Anderson, Tom Flohr and Audrey Snyder. They worked closely with Phyllis Kessel, consultant from AEL. In addition, a photographer was hired to take pictures to illustrate the revised EBCE Career Guide. The initial draft of the Career Guide was tested with four students during the summer of 1977 and revised based on that test. Also, during the summer of 1977, Dr. Donn Brolin, Professor of Special Education at the University of Missouri, reviewed both the original and revised Career Guides. He pointed out a number of problems, especially the difficulty of the material for MD students. That opinion was verified by the Learning Coordinators. Subsequently, the Career Guide was again revised.

D. Conduct the Necessary Inservice for School Personnel

All of the four special education teachers whose students participated in the project received inservice training in the project. Also, all administrators and counselors of the participating schools received inservice training. The entire faculties of the four participating schools had inservice training in Experience Based Career Education and one faculty, Humboldt High School, in addition, had inservice training in Experience Based Career Education for the mentally disabled.

E. Develop the Necessary Experience Sites for Mentally Disabled Students

Most of the experience sites were developed before the beginning of the school year. Some were added as needed during the school year. The number and variety of sites were adequate for the needs of the students involved in the program. A total of 55 sites representing 68 jobs were used by the students during the year.

Experience Sites Used
by EBCE-MD Students

CENTER	NUMBER OF SITES	NUMBER OF JOBS
Storm Lake	19	20
Pocahontas	13	16
Humboldt	13	19
Eagle Grove	10	13
	55	68

Site analysts, in addition to Larry Zwemke and Sheryl Forbes, were Elaine Johnson, Lois Weiland and Carol Stoop. They were trained by EBCE Part D Field Director Quentin Weidner.

F. Provide the Trained Learning Coordinators to Work with Staff and Identified EBCE-MD Students in the EBCE Career Program of Work Adjustment and Work Experience to Implement the Program with Mentally Disabled Students

Two Learning Coordinators, Larry Zwemke and Sheryl Forbes, began work June 15 and served through the year. Both had training and experience in special education. Larry Zwemke served the students in Storm Lake and Pocahontas while Sheryl Forbes served the students in Humboldt and Eagle Grove. A total of 24 students were served in the program--five at Pocahontas, six at Storm Lake, seven at Humboldt and six at Eagle Grove. The average IQ of the students in the program was 70 with a range of from 50 to 85. Appropriate students were in the program.

III.

STUDENT OBJECTIVES

Students in the EBCE-MD project were provided with experiences that enabled them to develop better work skills, make realistic career decisions and be able to maintain their maximum academic achievement. The Third-Party Evaluation Report (see pages 4-22) specifically points out the attainment of the student objectives. In summary, the following statements can be made:

A. Students were placed at experience sites to earn both academic credit and explore careers. Each student was placed at from one to six different sites with an average of three and one-half sites per student. The average length of stay at a site was 8.2 weeks with the shortest stay being three weeks and the longest 16 weeks.

B. Based on the tests used by the Learning Coordinators and according to Third-Party Evaluation, the average student worked on 30 basic skill objectives and successfully completed 73 percent of them.

C. As stated in the Third-Party Evaluation Report, pages 5-6, academic achievement in those areas measured (reading, spelling and mathematics) indicates the average student gained .6 grade in reading, 1.0 grade in spelling and 1.6 grades in mathematics.

D. Student Social and Prevocational information, as determined by tests administered by Learning Coordinator and Third-Party Evaluation indicates that students gained significantly over the year.

As a group they gained from the 62nd to the 74th percentile. (See page 6 of Third Party Evaluation Report.)

E. Maturity of the student was measured periodically through the Matthews Student Evaluation Form. Such items as attendance, general appearance, self-control and understanding instruction are measured through that instrument. As shown in the Third Party Evaluation Report, page 7, the students gained in maturity both from the beginning to the end of site experiences and from the beginning to the end of the year.

F. Instruments (opinions, questionnaires), developed by the project personnel and administered to students, employers and parents, sought to determine the following:

1. If the student's experiences in EBCE were enjoyable and beneficial in selecting a career.

2. If their knowledge of local organizations and service agencies that provide job opportunities and personal support services was increased.

3. If students showed continued educational progress based on goals and objectives developed in their individual educational plan.

4. If parents thought EBCE had made a positive contribution to their child's employment potential.

5. If employers were satisfied with the program as contributing to the enducation of the MD student.

Results in Third Party Evaluation (pages 8-22) indicate very satisfactory achievement in these areas.

IV.

PROGRAM COMPONENTS
(The Instructional Program)

The following rewritten EBCE materials were proven through the pilot program to be adaptable to the MD population.

Learning Coordinator Guide
Student Program Guide
Student Career Guide
Cross Reference Catalog in English, Mathematics, Career Education and Personal/Social Skills
Resource Person's Guide

V.

PROGRAM PROCEDURES

PHASE	PURPOSE	ACTIVITY	TIME FRAME	YEAR
PHASE I	Developmental	-Activate the project Steering Committee. -Conduct inservice for AEA and local school facilities. -Formulate parent groups. -Prepare community base of operations for program. -Establish evaluation plans.	February 15-April 15	1976-77
PHASE II	Development of Materials	-Development of instructional materials with AEL.	March - June	1976-77
PHASE III	Training and Readiness	-Identify and hire Learning Coordinators -Train Learning Coordinators	May - June	1976-77
PHASE IV	Pilot Implementation	-Establish Experience Sites -Conduct a pilot implementation	July	1977-78
PHASE V	Review and Revision	-Conduct a review and revision of material.	August	1977-78
PHASE VI	Implementation	-Implement the program in four community school districts with 24 MD students.	September - May	1977-78
PHASE VII	Final Evaluation	-Conduct a final evaluation	June - August	1977-78

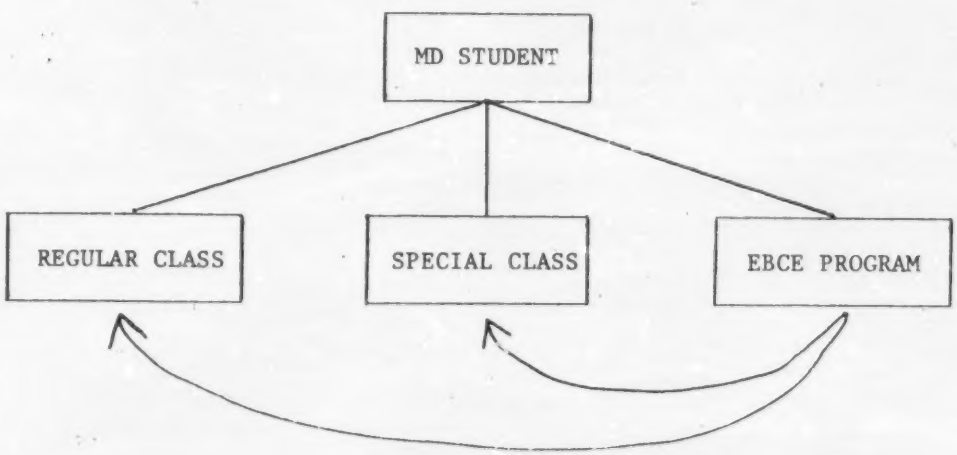
(Chart summarizes phases of the project as related to fiscal years.)

The EBCE-MD program was designed to adapt, implement, evaluate and diffuse in a cooperative venture between Iowa Central Community College and four community school districts an EBCE program for mentally disabled students. The AEL Model, as adapted, was used.

Students enrolled in the program worked under the direction of a Learning Coordinator. An orientation process assessed a student in five ways to his career goals. Each student identified three career areas to explore. Students spent one-half day, three or four days per week at an Experience Site and one day per week working with the Learning Coordinator. The remaining one-half day the student was enrolled in their regular special education program (mainstreamed or special class).

At each Experience Site a resource person identified with the student and his career goals. While at the site each student was able to pursue his academic credits needed for completion of his/her own special education program. The Learning Coordinator was located at a centrally-located center to serve the needs of a maximum number of students. A maximum 15-1 pupil-Learning Coordinator ratio was maintained. The Learning Coordinators work out of four centrally-located centers in order to serve students nearer their experience site. The flexibility of schedules accommodated the student's individualized program. Each EBCE student enrolled in the Career Planning portion of EBCE.

The following graph illustrates the relationship between the regular class, the special class and the EBCE program.



VI.

THIRD PARTY EVALUATION

The Third Party Evaluator for this project was Dr. Ralph Van Dusseldorf of WEO Systems, Douglas, Alaska. He was selected because of his extensive knowledge (Third-Party Evaluator of the Iowa Career Education Model, Third Party Evaluator of Iowa K-14 Articulation Project, designer of the Career Education Inventory K-14 and Third-Party Evaluator of Project: Rural Iowa EBCE (Part D), 1976-79). Dr. Van Dusseldorf worked closely with Project Director Carl H. Larson, Field Director Marvin Lewis, the Appalachia Educational Laboratory and Learning Coordinators. He aided the AEL in establishing a workable evaluation program written by AEL Evaluator Dr. Joe Shively. He visited each school site, students and employers and two reports were written in the duration of the project. His aid to the project was immeasurable. His understanding of the MD student in Career Education was invaluable. His summary points out the following concerning the project.

"The EBCE-MD project was very successful, especially in view of the fact that the program was a new concept and cooperation was necessary among a large number of persons and agencies.

"All the goals of the project were accomplished, the program was successfully operated and the students gained from the program. The project has shown that an EBCE can be successfully and beneficially operated for MD students and that it can be implemented.

"There were, and are, only two real areas of concern in the project. The first has to do with the difficulty level of the student materials. It has proven to be very difficult to develop student materials that can be studied and understood by the students. Two revisions of the materials were made during the year. The second problem was with student transportation. In some cases, it was difficult to arrange needed transportation to and from sites for students.

"The results of the project show that the EBCE-MD program works. Students gained in both career knowledge and basic skills. The program was very popular with students, resource persons and parents."

VII.

TECHNICAL ASSISTANCE

Technical assistance for this project was provided by Dr. Jack Sanders, Phyllis Kessel and Dr. Joe Shively of the Appalachia Educational Laboratory, with Phyllis Kessel providing most of the time. A total of 39 days on-site technical assistance was provided, most of which involved work with the writers. The AEL team provided the type of assistance that made the project successful.

VIII.

CONCLUSIONS

Based on the success of this project, the following can be concluded:

A. That the EBCE-AEL Model can be adapted to fit the needs of a special segment of the school population.

B. That a workable EBCE-MD program can be established whereby one Learning Coordinator can serve more than one community.

C. That agencies can cooperate and work together in the development of an educational program. This project would probably not have succeeded had it not been for the difficult and hard work of the Project Field Director for AEA 5, Marvin Lewis. Cooperation of DPI personnel, especially Merry Maitre, was invaluable.

RECOMMENDATIONS

A. Establish the EBCE-MD program in Iowa through Special Education Divisions of each AEA.

B. Adapt EBCE-AEL Model for LD students. This can be accomplished with a minimum of effort since the same administrative structure can be used as for the MD model, as well as considerable portions of the instructional component.

C. Study the possible adaption of AEL EBCE-MD Model for use with:

1. Adult Handicapped
2. Blind
3. Deaf
4. Severly Handicapped